

The State of Linguistics in Higher Education

Annual Report 2015

Third Edition

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Acknowledgements

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Introduction

For many years, the Linguistic Society of America (LSA) has maintained a Directory of Linguistics Departments and Programs, which has included those academic institutions located in the United States and Canada. The print Directory was a well-regarded resource for tracking basic information like: language and sub-field specializations, student enrollment, number and type of degrees conferred, number and rank of faculty positions, and related demographic data for students and faculty. As the Directory evolved into an online resource, it became more difficult to produce an Annual Report with comprehensive information for all of the North American institutions because fewer departments and programs provided data to the LSA. A primary objective of the 2012 LSA website redesign was to develop a much more robust Directory of Linguistics Departments and Programs. This redesigned Directory would serve a number of potential audiences: prospective graduate students, prospective faculty, and administrators seeking benchmarking data. With this overhaul complete, the LSA then embarked on extensive outreach efforts to enlist the participation of “departmental contacts” in order to update the listings for individual institutions.

The LSA has also monitored and/or participated in a number of national (U.S.) surveys that track the status of linguistics in higher education. The National Science Foundation (NSF) conducts and reports data from two relevant surveys: The Survey of Earned Doctorates (SED) and the Survey of Doctoral Recipients. The federal Department of Education conducts and reports data from an annual survey of ~4,200 post-secondary institutions. The most recent available data from all three of these surveys are included in this report. In addition to these federal data initiatives, the American Academy of Arts & Sciences conducted a Humanities Departmental Survey (HDS), with financial and in-kind support from the LSA, in 2007-8 and 2012-13. The 2012-13 HDS was published in 2014 and select pieces of data covering the field of linguistics in higher education appear in this report.

In addition to the data collection and monitoring activities outlined above, the LSA also maintains a member database with individual profiles that include demographic information, professional affiliations, and linguistic sub-specialties. Although most LSA members do not choose to provide demographic information, most do choose to provide professional and/or scholarly affiliations. Charts summarizing statistically relevant data from the LSA membership profiles are included in this report.

The long-term goal of the LSA is to produce an “Annual Report on the State of Linguistics in Higher Education” which will include data from all of the relevant sources mentioned above. These data will be compiled into longitudinal charts showing change over time in the academic linguistics community. The LSA welcomes the opportunity to report on trends affecting linguists beyond academia, to include those working in industry and government. Obtaining data for these populations is much more difficult, given the lack of systems in place for tracking these individuals and the lack of financial resources for creating such complex systems.

Overview of Trends in Linguistics

The most common career outcome for linguistics PhDs is a position in higher education. There are, however, a significant number of linguists pursuing careers in industry and K-14 education after obtaining their doctorates.

Within higher education, departments report that most members of their faculty are full professors, but the non-professorial category is growing, particularly for women in other full-time and part-time positions. Additionally, women are almost on parity with men for tenure-track¹ jobs, but still fall below men in the number of full professor positions.

The field of linguistics is growing most rapidly for undergraduates, with an increase of approximately 120 more students awarded BA degrees annually for the past 13 years.

Most linguistics undergraduate degrees are awarded to women. Although women represent just over half of graduate students in linguistics, a number which has been increasing over the last 50 years, women comprise over 65 percent of the undergraduate population.²

The top five specializations for graduate students in linguistics are: Syntax, Applied Linguistics, Phonology, Semantics, and Language Acquisition.

Data Sources

LSA Directory

Data found in this report come from a variety of sources. Information about departments and programs is self-reported in the LSA's online Directory, found at www.linguisticsociety.org/programs. Since the upgraded directory was redesigned in 2013, 239 out of 244 departments/programs have registered as official contacts, with 208 of those updating their information in 2015.³ Calculations of numbers of job titles, students, degrees awarded, and average salaries are only from departments that have registered and submitted data about their students or faculty to the online directory in 2015 (110 departments, or just under half of all registered departments). The majority of those responding offer the PhD as their highest degree (95 of the 208 registered departments that reported that information). Since not all departments submitted data in every area, each graph in the following report is a representation of the departments that have reported data in that realm (89 departments for job types, 91 for current students, 52 for degrees awarded, and 10 for salaries). The graph on graduate specializations was compiled from only those programs that reported their specializations on their directory page (212 programs).⁴ Data on ethnicity of faculty and student populations is collected via the Directory, but only

¹ "tenure track" is used throughout the report to refer to those linguists with the title of Assistant, Associate or Full Professor.

² Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Data System; accessed via the National Science Foundation's online integrated science and engineering resources data system, [WebCASPAR](http://webcaspar.org).

³ When the data included in the "old" LSA directory were migrated to the "new" upgraded directory in 2012, no changes were made by the LSA staff. The old directory included listings for 240 departments, while the current directory has 244. Of those, twelve are based outside of North America, and one is a federal agency without any academic program. In addition, 9 institutions listed two linguistics departments/programs. The total number of institutions with linguistics departments/programs is therefore 222.

⁴ Again, some listings were never updated and include older data (pre-2012).

eleven institutions provided such data.⁵ Given the paucity of data, this report does not include any charts on ethnicity of faculty or students using data derived from the Directory.

LSA Membership Database

The data reported in tables about individual linguists comes from the LSA membership database. The data was exported in December of 2015 and did not include those members and departments that updated their information in 2016. Most of the charts included in this report are for Regular Members who have completed their linguistics education. Data for Student Members (n=1277) are handled separately (within the tables on ethnicity, citizenship, and year in school). The charts do not include data for lapsed regular and/or student members (n=10,537). This distinction is drawn primarily because there is little discernible difference demographically, and the lapsed members are less likely to have provided any profile data.

Government-Sponsored Surveys

The data reported in tables detailing trends in linguistics over time come from three sources that survey samples of respondents.

Data from the Survey of Earned Doctorates (SED) is collected annually from questionnaires submitted from individuals receiving doctorates in the past year. Respondents represent approximately 420 institutions.

Information from the longitudinal Survey of Doctoral Recipients (SDR) is collected biennially from a sample of doctoral recipients over a career-long time span. Reported data are weighted using the SED sample. The Linguistics data from the SDR is aggregated into the minor category of Other Social Sciences.

Data from the Integrated Postsecondary Data System (IPEDS) is collected from tallies provided by an annual survey of approximately 4200 institutions. The IPEDS survey is conducted by the U.S. Department of Education. The IPEDS-derived charts in this report were first created in 2011 by the LSA's Linguistics in Higher Education Committee, and then updated in 2013-15 to reflect more current data. Graphs updated in 2013, as well as additional information, can be found online at <http://www.linguisticsociety.org/resource/status-linguistics-2013>.

Professional Societies

Data relevant to Linguistics was collected by the American Academy of Arts Sciences in the Humanities Departmental Survey (HDS-2) conducted in 2012-13. This data was compared with the responses from other humanities disciplines as well as data reported by departments and programs in the LSA Directory. In cases where the data diverged significantly, the discrepancies are included in this report.

For salary data, the American Association of University Professors Annual Report provides some general information about academic salaries mostly in the context of looking at the contribution of salaries to the overall cost of higher education. The information is not specific to Linguistics however. The report can be accessed at <http://www.aaup.org/reports-publications/2014-15salarysurvey>.

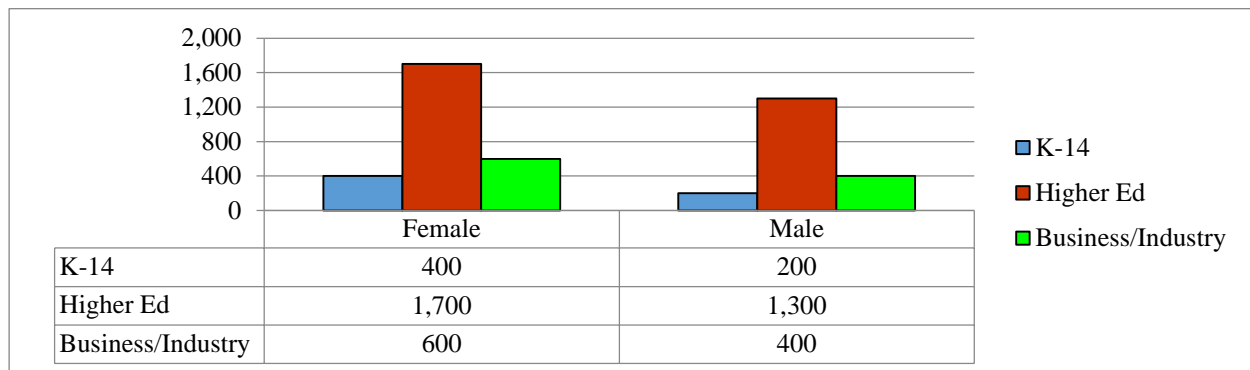
⁵ Cornell University; Johns Hopkins University; Massachusetts Institute of Technology; Reed College; Temple University; University of Maryland; University of Michigan; University of South Carolina; University of Texas at Arlington; Wayne State University and Yale University.

Employment

Although the LSA does not keep counts of non-member career outcomes for PhD linguists in the U.S., the NSF through its Survey of Doctoral Recipients and its Survey of Earned Doctorates can estimate the career outcomes of various disciplines. For PhD's in linguistics, the most common degree outcome is a career in Higher Education, followed by Business/Industry and K-14. Note that these estimates are from survey data that approximate these totals based upon a small subsample of all respondents with PhDs in science, engineering and health fields. Consequently, the number of linguistics PhDs with jobs in government was not included in 2013 due to insufficient sample with which to make a reliable estimate.

FIGURE 1A: CAREER OUTCOMES FOR LINGUISTICS PHDs BY GENDER AS OF 2013

Data Source: NSF Survey of Doctoral Recipients (2013)

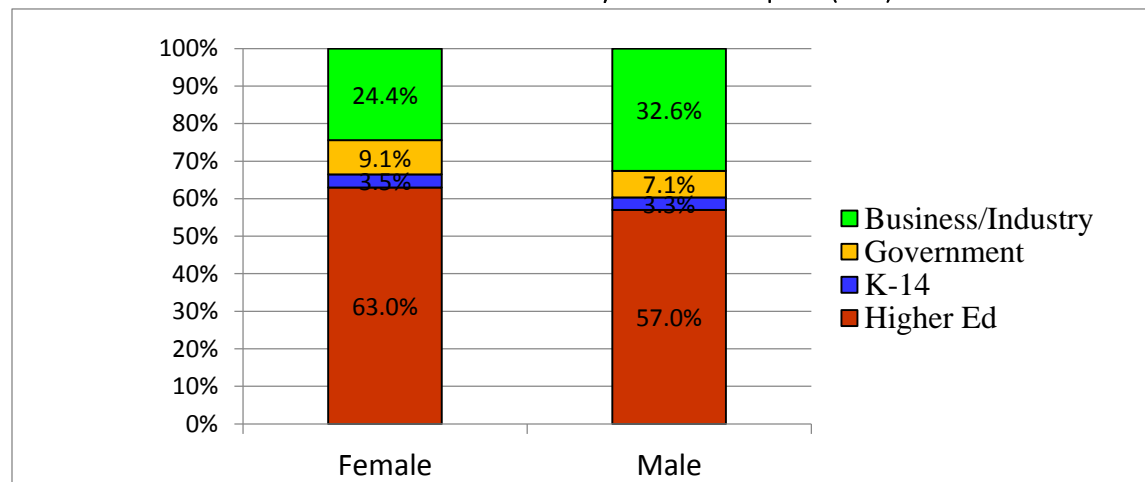


In the most recent reported survey, conducted in 2013, the approximate breakdown of career outcomes for Other Social Sciences, which includes Linguistics PhDs, and cross-tabulated by gender, is shown below in Figure 1B. The data reported in Figure 1B are assumed to be approximately representative of degree holders in Other Social Science areas. The data in Figure 1B for this report are reported as percentages, rather than as counts. Presenting the data as counts is a rough approximation since the raw values cannot be reliably extracted from the aggregate numbers of the Other Social Sciences field category.

FIGURE 1B: CAREER OUTCOMES FOR OTHER SOCIAL SCIENCE PHD'S BY GENDER (AS OF 2013)

By percentage of Career Sector

Data Source: NSF Survey of Doctoral Recipients (2013)

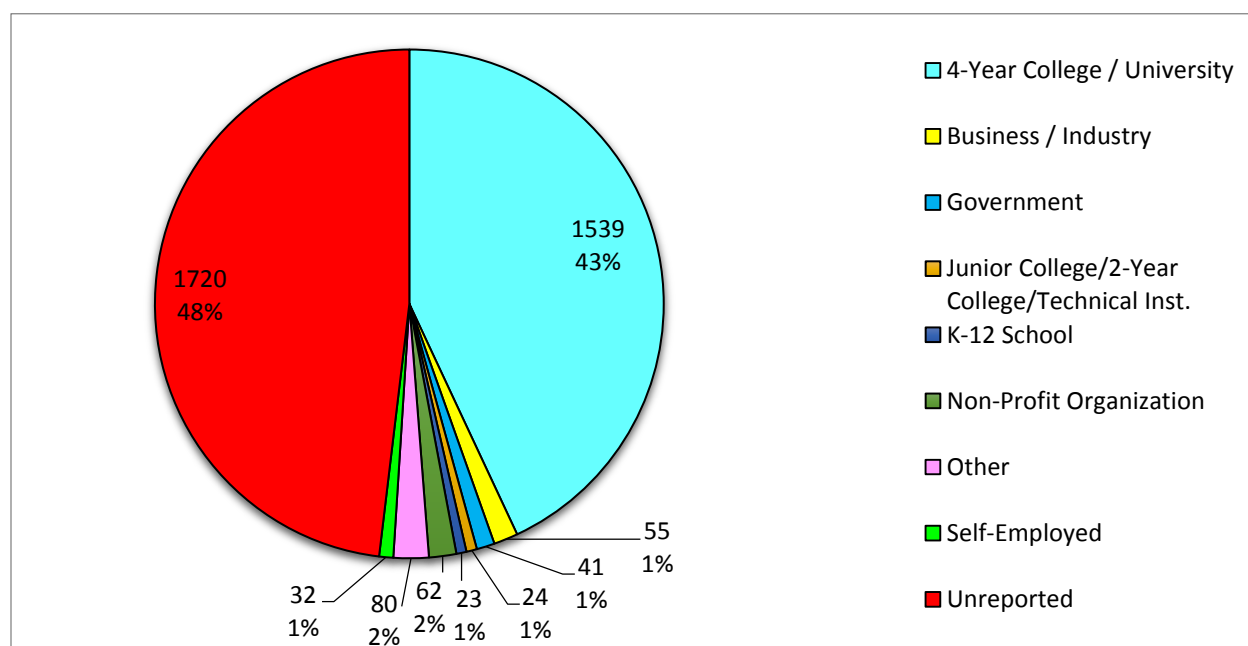


For unexpired LSA members completing a profile in the membership database, the dominance of academics is more pronounced. The figures (2A and 2B) detail members' self-reporting of their employment sector in the LSA Members Database as of December, 2015.

FIGURE 2A: NUMBER OF UNEXPIRED LSA MEMBERS BY EMPLOYMENT SECTOR
(N=3576)

LSA Members Employment Sector	Count of Employer Type
4-Year College / University	1539
Business / Industry	55
Government	41
Junior College/2-Year College/Technical Inst.	24
K-12 School	23
Non-Profit Organization	62
Other	80
Self-Employed	32
Unreported	1720
Grand Total	3576

FIGURE 2B: PERCENT OF TOTAL LSA MEMBERS BY EMPLOYMENT SECTOR
(N=3576)

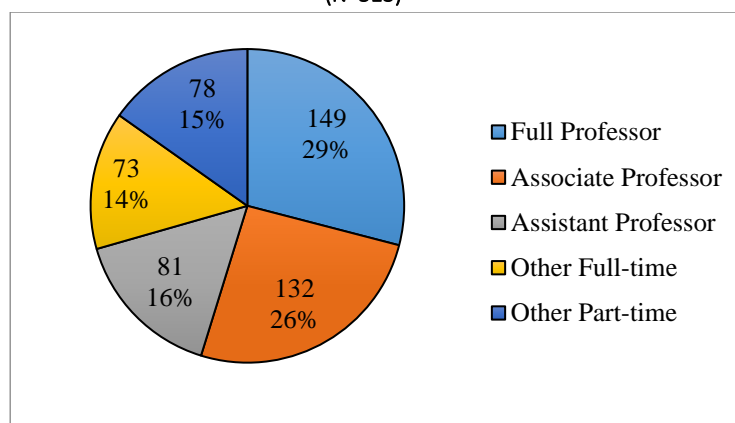


Job Types

For all departments that reported employees by academic job title, more employees fell into the Full Professor and Associate Professor categories (281, 55%) than the other categories. The raw numbers below in Figure 3 show data from all reported departments.

FIGURE 3: JOB TITLES BY PERCENTAGE

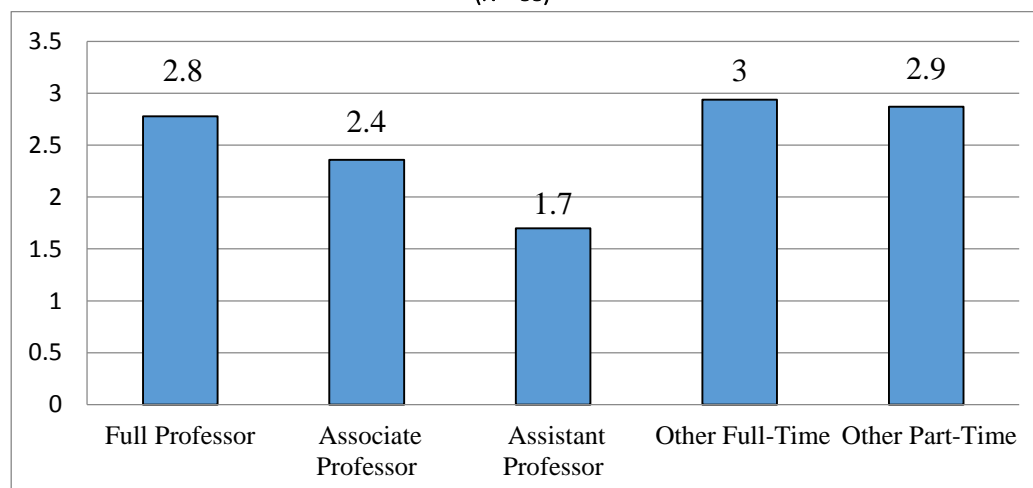
(N=513)



However, for departments that reported positions in each category type,⁶ there are, on average, slightly fewer employees in the “Other” categories.

FIGURE 4: AVERAGE NUMBERS OF TYPES OF POSITIONS FOR REPORTING DEPARTMENTS

(N = 88)



For current LSA members completing a profile in the membership database, the patterns are similar.

⁶ The total of employees in each job title is divided by the number of departments (26) reporting employees in each of the five categories. This number is 11 % of all departments providing departmental contacts.

FIGURE 5: FREQUENCIES OF LSA MEMBERS BY JOB TITLES AND BY TENURE

(N = 3576; Source: LSA Member Database, December 2015)

LSA Members	Count
Full Professor	523
Assistant Professor	270
Associate Professor	249
Adjunct Faculty	44
Lecturer / Instructor	163
Not Applicable	357
Post-Doctoral Fellow	90
Unreported	1880
Grand Total	3576

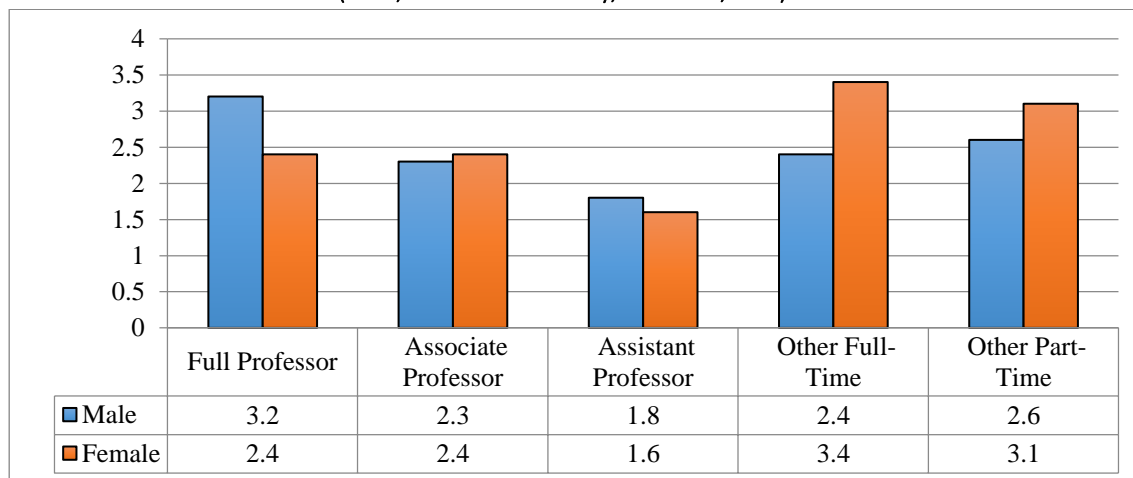
LSA Members with Tenure	Count
No	1151
Yes (either currently or prior to retirement)	773
Unreported	1652
Grand Total	3576

Job Type by Gender

For registered LSA departments in the online Directory, the gender breakdown for job types is charted below in Figure 6.

FIGURE 6: AVERAGES FOR TYPES OF POSITIONS PER DEPARTMENT, BY GENDER

(N=88; Source: LSA Directory, December, 2015)

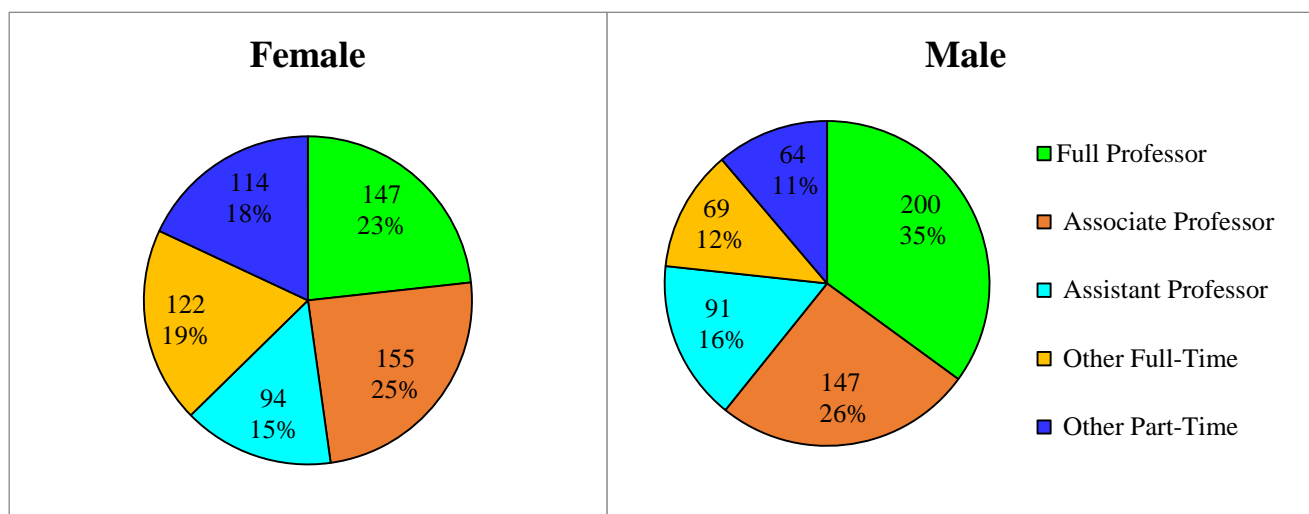


Note that Figure 6 shows significantly more females than males in the two Other categories, while the opposite pattern holds for the Full Professor category. Meanwhile, the Associate Professor and Assistant Professor categories show more gender parity.

The two below charts in Figure 7 show the comparison of job titles by gender.

FIGURE 7: PERCENTAGE OF GENDER FOR EACH JOB TYPE

(N=88; Source: LSA Directory, December, 2016)



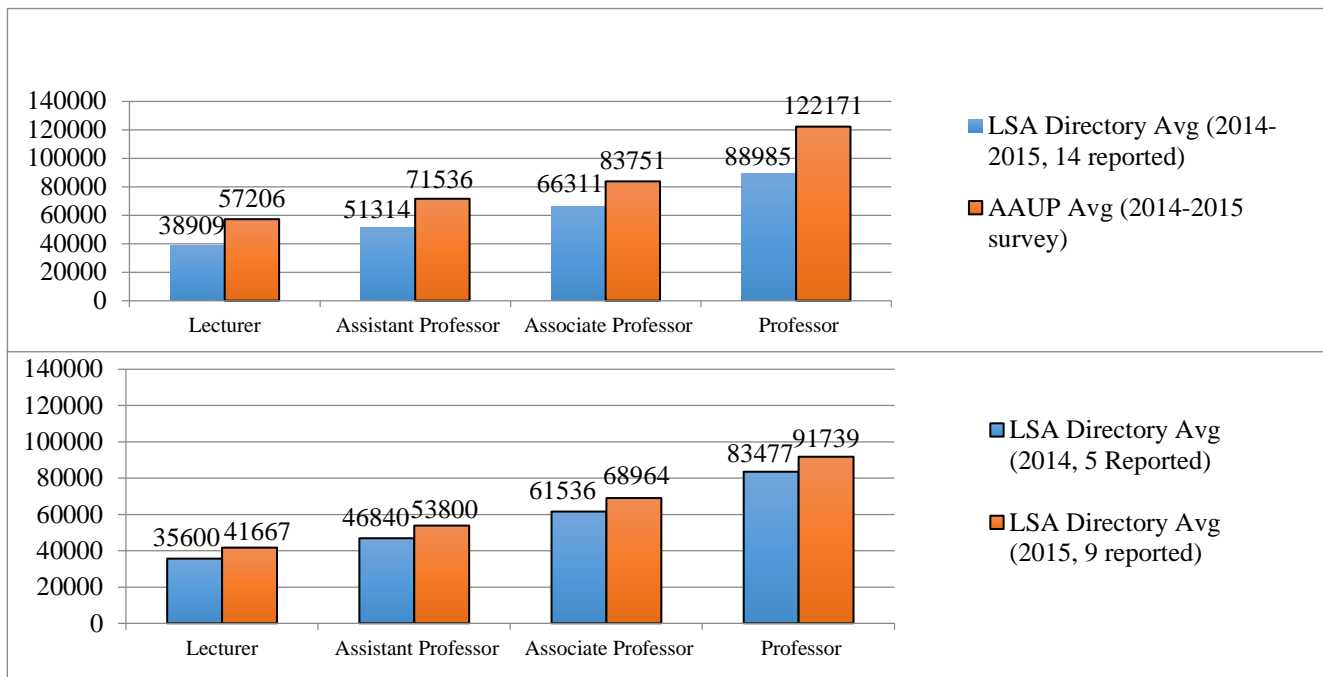
There are 88 departments that reported at least one full professor position. Of those reporting, there are 200 male full professors and 147 female full professors for a total of 347 full professors at 88 departments. By percentage, 42% of all full professors at these departments are female, and 57% are male. These findings are roughly equivalent to the findings of the HDS-2 survey: 45% of full professors are reported as female vs. 42% in the LSA data (based on the information of the 88 reporting departments). The other full-time (75% vs. 55%) and other part-time (68% vs. 62%) categories show similar discrepancies. However, the HDS-2 showed more women in tenure-track positions than the LSA directory (55% vs. 48%).

Salaries⁷

Although there is not much data available about salaries for different professorial appointments, data for the programs that reported salaries to the LSA in 2014 (5 programs) and 2015 (9 programs) were compared to the salaries reported by universities included in the 2014 - 2015 AAUP Survey. (See Figure 8, next page)

⁷ All LSA professor salaries are averaged from the 5 departments in 2014 and 9 departments in 2015 that have submitted data. Data from the American Association of University Professors Annual Report (<http://www.aaup.org/reports-publications/2014-15salarysurvey>) can be found online at the Chronicle of Higher Education: <http://data.chronicle.com/faculty-salaries/>.

FIGURE 8: SALARY FOR JOB TITLES (FROM TWO SOURCES)



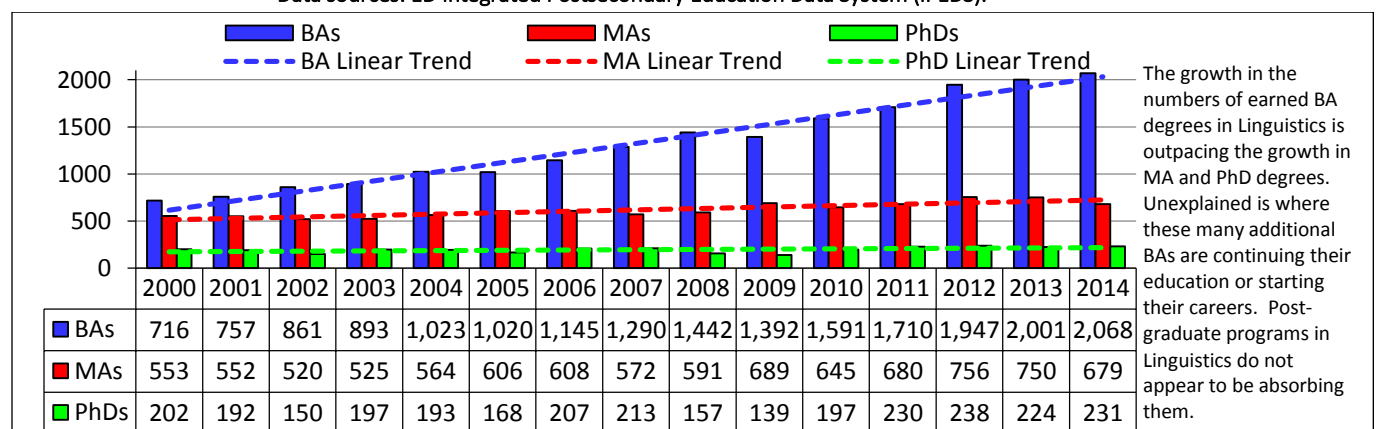
Generally, linguists' salaries as reported in the LSA Directory are representative of salaries for all professorial appointments as in the AAUP survey, but the small amount of data reported in the directory does not allow for any reliable generalizations. Note though that the year over year changes are positive within each category.

Degree Production in Linguistics

More students are pursuing and completing degrees in linguistics. In the last decade or so, this has been particularly true for undergraduate degree production, as shown below in Figure 9.

FIGURE 9: TRENDS IN GROWTH OF LINGUISTIC DEGREES 2000-2014

Data sources: ED Integrated Postsecondary Education Data System (IPEDS).⁸



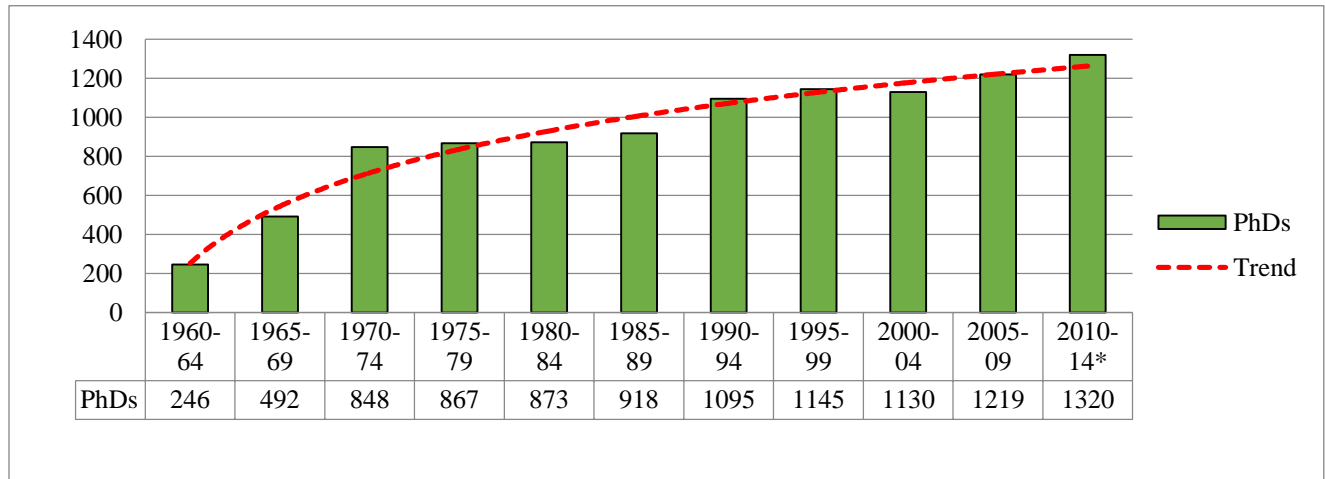
⁸ Note: Numbers for PhDs from IPEDS do not match those from SED (in other charts)

Data available for PhDs awarded over the last 50 years shows that this is also true for graduate programs. Note in Figure 10A that the trend in the last ten years has slowed quite a bit, but is still positive overall.

FIGURE 10A: TOTAL LINGUISTICS DOCTORATES AWARDED: ACROSS 5-YEAR SPANS 1960-2014

SOURCE: SURVEY OF EARNED DOCTORATES

*Data for 2014 is projected as the average of the previous 4 years



In Figure 10B, the number of institutions awarding doctorates in Linguistics shows a steady increase from the 60's, a flattening in the late 70's, and then a steady increase beginning in the late 90's. As of 2010, the trend appears to be flattening again. The graph itself shows a lot of fluctuation over approximately 4-5 year periods, indicating that there has not been historically a steady supply of PhD's coming out year to year from the educational system. This likely correlates negatively with the job prospects for linguists in particular years.

FIGURE 10B: NUMBER OF INSTITUTIONS AWARDING DOCTORATES IN LINGUISTICS BY YEAR

Source: Survey of Earned Doctorates Table generated December, 2015

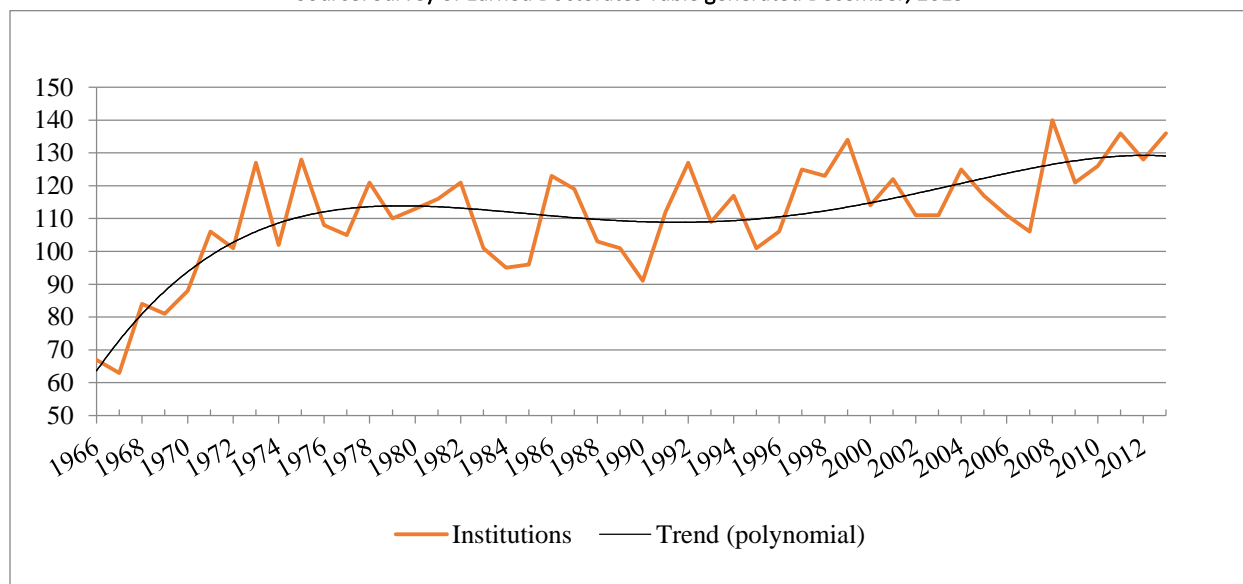


Figure 11 shows the average number of degrees awarded, sorted by the highest degree offered by registered Directory department/program. Programs that only grant Bachelor's degrees award more BAs than programs that grant higher degrees.

FIGURE 11: AVERAGE NUMBER OF DEGREES AWARDED BY HIGHEST DEGREE OFFERED BY PROGRAM

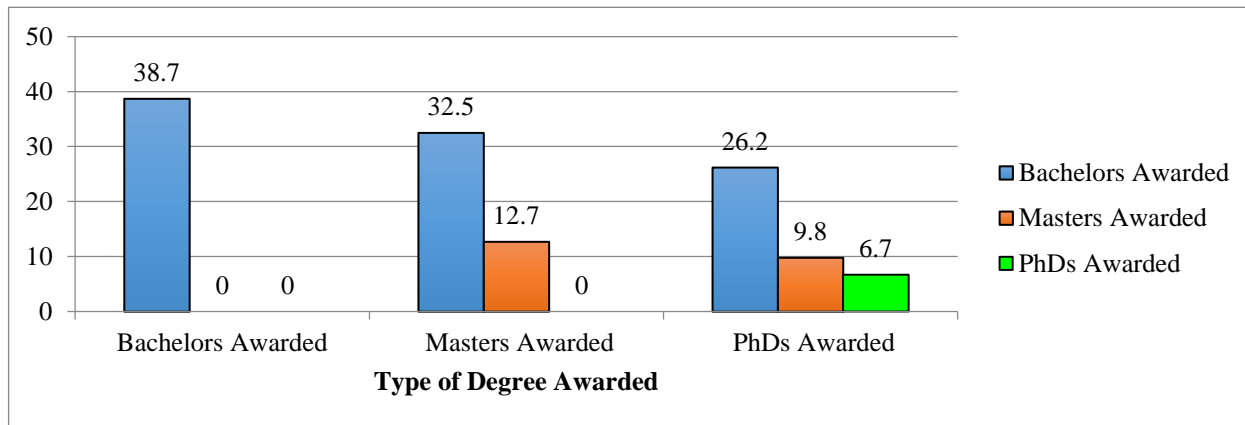


Figure 12: LSA Member Education Status

Highest Degree (All Members)	Count	Percentage of Reported Members	LSA Student Members	Count of Year in Program	Percentage of Reported Members
BA / BS	239	10%	Grad - Year 1	98	21%
MA / MS / MEd	437	18%	Grad - Year 2	113	25%
Other	46	2%	Grad - Year 3	69	15%
PhD	1665	70%	Grad - Year 4	53	11%
Unreported	1189	N/A	Grad - Year 5	48	10%
Grand Total	3576		Grad - Year 6+	38	8%
Total Reported	2387		Undergrad	42	9%
			Unreported	816	N/A
			Grand Total	127	
			Total Reported	7	
				461	

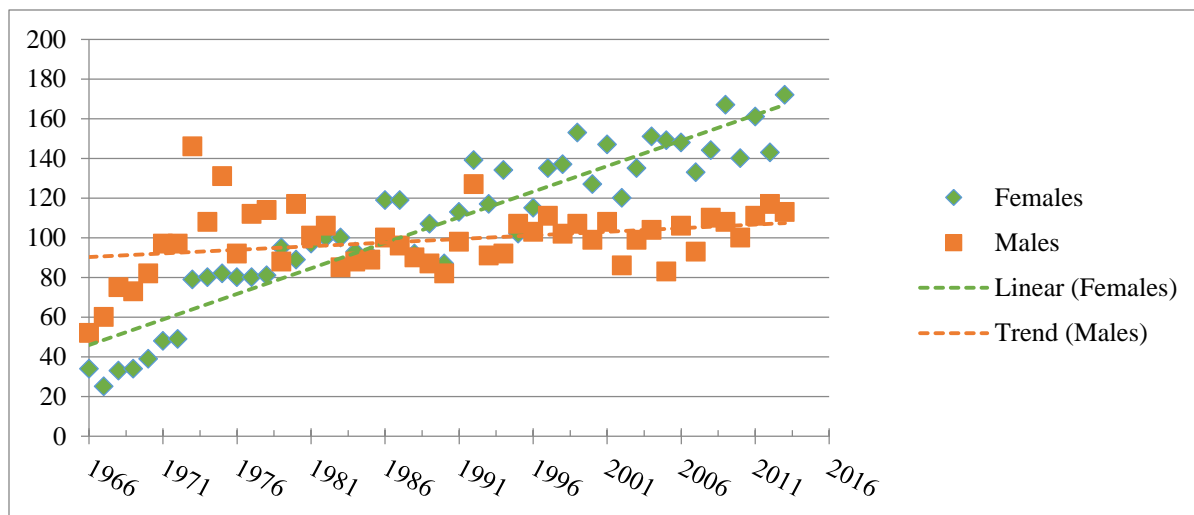
For LSA regular non-student members who reported their highest degree earned, 70% hold PhDs. More than 80 percent of LSA regular members who reported a disciplinary field for their highest degree earned, indicated linguistics as that field. Nearly 90% of all LSA student members who reported their education status are currently pursuing a graduate degree (MA or PhD).

Number of Degrees Awarded by Gender

Beginning in the mid 1980's, women began to outpace men in earned doctorates. At the present time, women are now earning doctorates at a ratio of 6 to 4 to men. This trend is continuing, as shown in Figure 13.

FIGURE 13: EARNED DOCTORATES IN LINGUISTICS: 1966-2013 BY GENDER

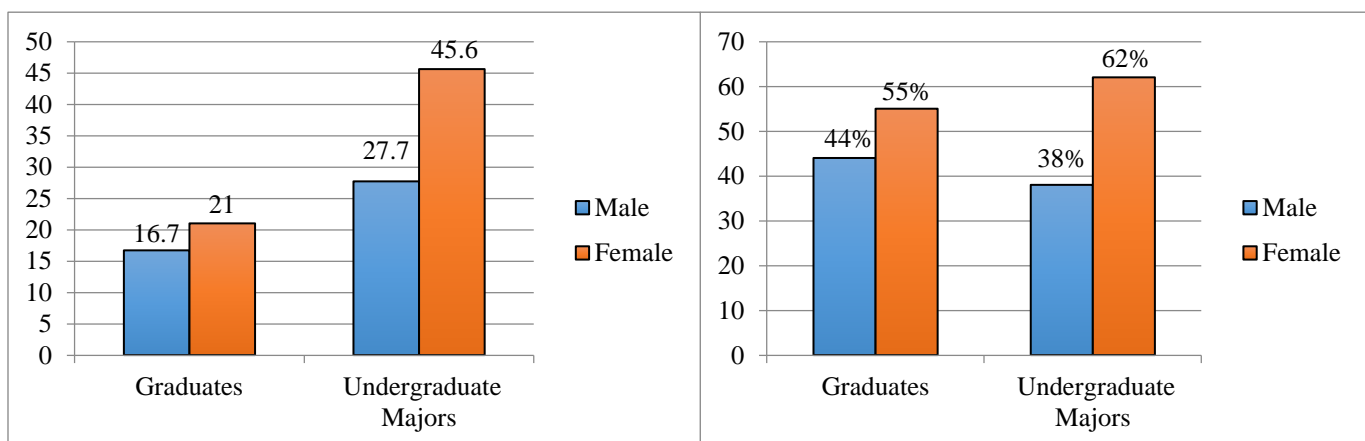
Source: NSF Survey of Earned Doctorates 1966-2013



Student Enrollment and Financial Support

The graph below shows the average number of current undergraduate and graduate students per program reported in the LSA Directory. The number of graduate students by gender appears to be approximately equal percentage-wise to the doctorates earned from NSF data and current graduate students from HDS-2 (60% female in the NSF survey, 55% average for females in the LSA Directory, 53% female in the HDS-2 survey).

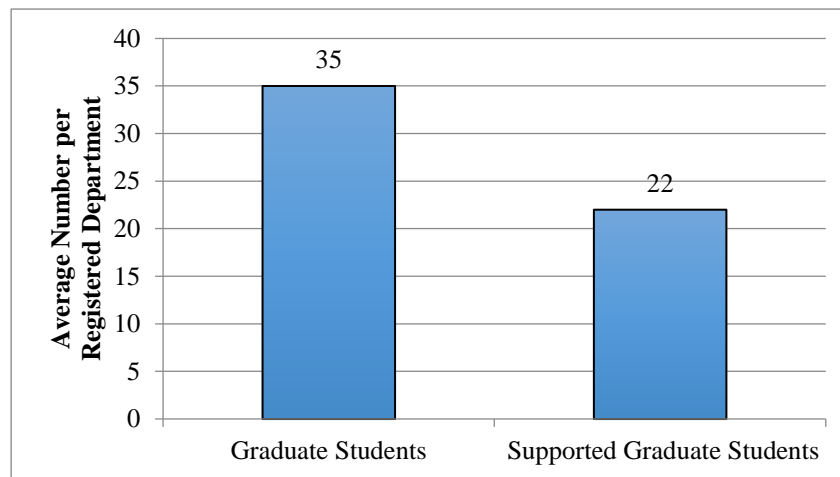
Figure 14: Average Number and Percentage of Students by Program and Divided by Gender



There appears to be a much larger difference in gender for undergraduate students; female students are twice as numerous as male students, with about 28 percent more female students. Therefore, although there are more female graduate students than male, this represents a much more marked decrease in the number of female undergraduates that pursue graduate studies.

Also, of departments that reported support for graduate students (59 departments), they supported on average 63% of the students they enrolled. The average number of students supported is about 22, which is lower than the average number of graduate students per department. The number of graduate students supported in registered LSA departments appears below.

FIGURE 15: AVERAGE NUMBER OF GRADUATE STUDENTS



Ethnicity and Citizenship

The population of ethnic minorities with advanced degrees in linguistics is so low in the U.S. that none of the federal agencies report data for these groups. For LSA members, about 60% chose not to report their ethnicity.

FIGURE 16: ETHNIC SELF IDENTIFICATION OF LSA MEMBERS

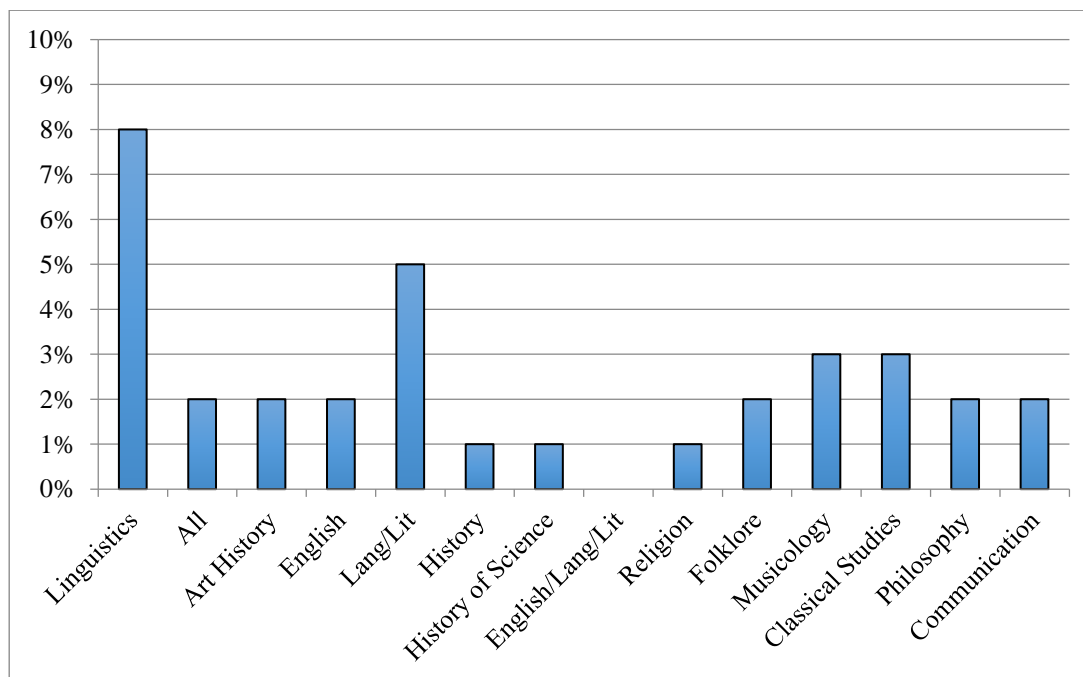
Ethnicity	Count
American Indian or Alaska Native	59
Asian	290
Black or African American	48
Native Hawaiian/Other Pacific Islander	0
Hispanic or Latino	76
Mixed/Other	72
White/Caucasian	900
Unreported	2131
Grand Total	3576

Most members of the LSA reporting their citizenship are U.S. citizens (n=1861) versus citizens of other nations (n=1054).

Graduate Student Teaching

The HDS-2 asked a number of questions to the institutions surveyed, dividing the responses by academic field. Although the data for linguistics fell within the range of other fields in most areas, linguistics undergraduates are more likely than undergraduates in other fields to be taught by graduate students. In fact, this is almost twice as likely as the next field, Languages and Literature.

FIGURE 17: PERCENT OF UNDERGRADUATES TAUGHT BY DEPARTMENT GRAD STUDENTS

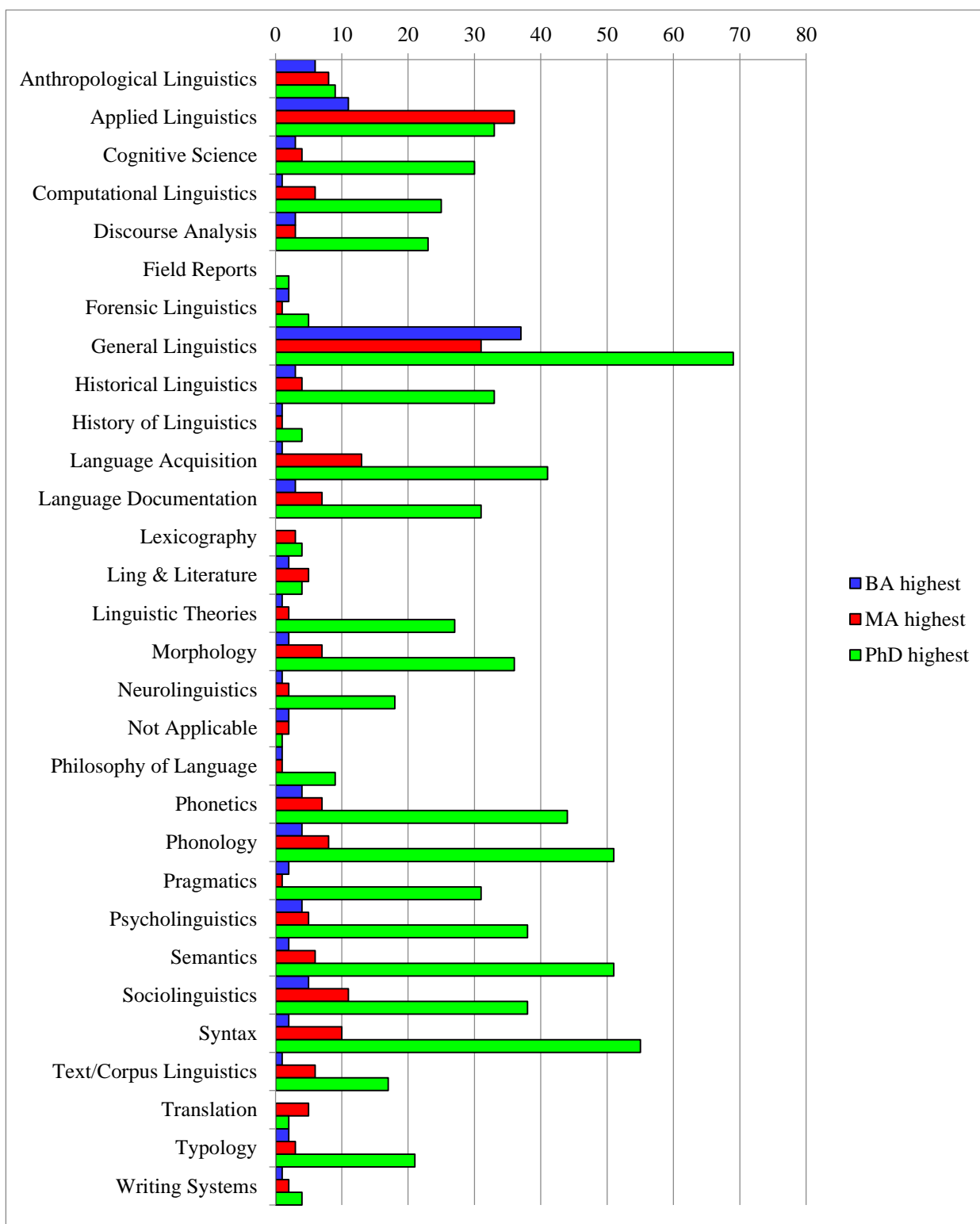


Program Specializations

Although most departments did not report data on students, faculty, or salary, the majority entered graduate specializations offered by their department. Since this data is less prone to change over time, data was taken from all departments, regardless of whether they registered or not. Note that the possible specializations were determined without the ability to edit, so departments could not report a number of other specializations, such as Romance or Hispanic Linguistics.

The top three specializations besides General Linguistics for all LSA registered programs is as follows: Applied Linguistics, Anthropological Linguistics, and Sociolinguistics for BA programs; Applied Linguistics, Language Acquisition, and Sociolinguistics for MA programs; and Syntax, Phonology, and Semantics for PhD programs (see Figure 18, next page).

FIGURE 18: NUMBER OF DEPARTMENTS WITH SPECIALIZATIONS



Appendix

North American Institutions Providing Any Data on Students or Faculty in 2015 (n=110)

Arizona State University	George Mason University	Pennsylvania State University
Ball State University	Georgetown University	Pitzer College
Barnard College	Georgia State University	Pomona College
Binghamton University	Gordon College	Portland State University
Biola University	Graduate Institute of Applied Linguistics	Princeton University
Bloomsburg University of Pennsylvania	Hamline University	Purdue University
Boise State University	Hampshire College	Queens College, City University of New York
Boston College	Harvard University	Queen's University
Boston University	Hawaii Pacific University	Reed College
Brandeis University	Hofstra University	Rice University
Brigham Young University	Hope College	RIT-National Technical Institute for the Deaf
Brock University	Hunter College, The City University of New York	Rutgers University
Brooklyn College	Illinois State University	San Diego State University
Brown University	Indiana State University	San Francisco State University
Bryn Mawr College	Indiana University	San Jose State University
Bucknell University	Iowa State University	Simon Fraser University
California State University Dominguez Hills	Johns Hopkins University	Sonoma State University
California State University, Fresno	Kyoto Prefectural University	Southern Illinois University Carbondale
California State University, Fullerton	La Trobe University	Southern Illinois University Edwardsville
California State University, Long Beach	Louisiana State University	St. Cloud State University
California State University, Northridge	Luther College	Stanford University
Carleton College	Macalester College	State University of New York at Albany
Carleton University	Massachusetts Institute of Technology	State University of New York at Geneseo
Carnegie Mellon University	McGill University	State University of New York at Stony Brook
Carson-Newman College	McMaster University	Swarthmore College
Case Western Reserve University	Memorial University of Newfoundland	Syracuse University
Cedarville University	Miami University	Teachers College Columbia University
Central College	Michigan State University	Temple University
Central Connecticut State University	Michigan Technological University	Texas A&M University
Central Michigan University	Middlebury College	Texas Tech University
City University of New York	Montclair State University	Trinity University
Cleveland State University	National Science Foundation	Trinity Western University
College of William and Mary	New Mexico State University	Tulane University
Colorado College	New York University	University of Quebec Montreal
Concordia University	North Carolina State University	University at Buffalo, The State University of New York
Cornell University	Northeastern Illinois University	University of Alabama
Dartmouth College	Northeastern University	University of Alaska Fairbanks
Drew University	Northern Arizona University	University of Alberta
Duke University	Northern Illinois University	University of Arizona
East Carolina University	Northwestern University	University of Arkansas at Little Rock
Eastern Michigan University	Oakland University	University of British Columbia
Emory University	Oberlin College	University of Calgary
First Nations University of Canada	Occidental College	University of California, Berkeley
Florida Atlantic University	Ohio State University	
Florida International University	Ohio State University	
Gallaudet University	Ohio University	
	Oklahoma State University	
	Old Dominion University	

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 University of California, Irvine
 University of California, Los Angeles
 University of California, Merced
 University of California, Riverside
 University of California, San Diego
 University of California, Santa Barbara
 University of California, Santa Cruz
 University of Canterbury
 University of Central Arkansas
 University of Chicago
 University of Colorado at Boulder
 University of Connecticut
 University of Delaware
 University of Florida
 University of Georgia
 University of Georgia
 University of Hawaii at Manoa
 University of Houston
 University of Illinois at Chicago
 University of Illinois at Urbana-Champaign
 University of Iowa
 University of Kansas
 University of Kentucky
 University of Louisiana at Lafayette

University of Louisville
 University of Manitoba
 University of Maryland
 University of Maryland, Baltimore County
 University of Massachusetts at Amherst
 University of Michigan
 University of Michigan - Flint
 University of Minnesota
 University of Mississippi
 University of Missouri at Columbia
 University of Montana
 University of Montreal
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 University of Southern California
 University of Szeged
 University of Tennessee
 University of Texas at Arlington
 University of Texas at Austin
 University of Texas at El Paso
 University of Toronto
 University of Utah
 University of Victoria
 University of Virginia
 University of Washington
 University of Western Ontario
 University of Wisconsin, Green Bay
 University of Wisconsin-Madison
 Wayne State University
 West Chester University
 West Virginia University
 Western Washington University
 Yale University
 York University
 Yukon College